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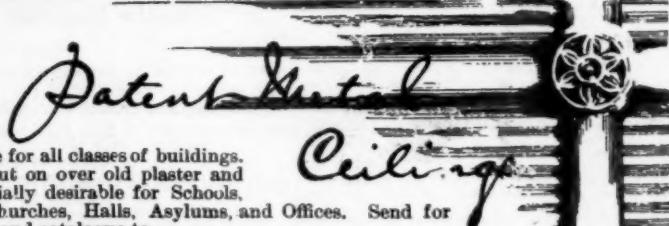
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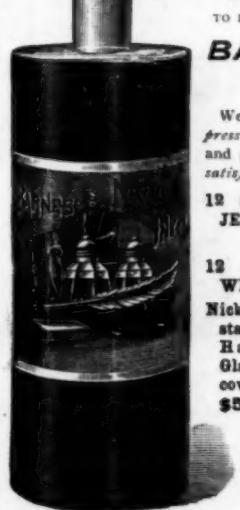
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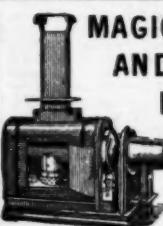
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A Weekly Journal of Education.

Vol. XLIII.

For the Week Ending December 19.

No 23

AMOS M. KELLOGG, *EDITORS.*  
JEROME ALLEN,

The business department of THE JOURNAL is on page 510.  
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JUST cause of complaint by teachers is that additions are made to the usual course of study to meet the new demands of the public, so that they have an intolerable burden laid on them. Some man complains that his children can say nothing about coal, so the superintendent orders "lessons on minerals," etc.; but, mark, he cuts off nothing from the spelling or the reading. Another parent complains that a child supposed coffee was dug out of the ground, bringing great discredit (he claims) on the educational facilities of the country. The superintendent orders "lessons on fruits, seeds," etc.; but, as before, insists that the teacher shall do just as much in arithmetic and geography.

It has been a source of a good deal of mirth to the old educationist that it was proposed that cooking be taught. And yet it is the testimony of competent judges that more than one half of the bread baked in the country homes is not good bread, to put it mildly. The waste in bad cooking is something quite enormous, to say nothing of the indigestion and consequent doctors' bills. The cost of teaching cooking could be got out of the waste. A lady teacher, in a beautiful town in New York, declares that she is a convert, having found by visiting families that "but seven families out of thirty-two have decent bread. They make excuses about the yeast, the stove, or the flour, but really they don't know how to make bread."

Some of the most important objects at which the teachers in their collective capacity should aim are these: (1) that licenses to teach should be issued by a central and competent authority; (2) that the lower grades of licenses should be held for limited periods, for example, the 3rd grade for one year, the 2nd grade for two years, the 1st grade for three years, possibly five; (3) that the professional class of teachers (holders of state certificates, normal school diplomas, etc.), should constitute a body that should be invested with some power in each county and in the state; (4) that this class should have recognition in each state.

It may seem to be a remarkable thing that teachers should be debating at this late day as to the right or best methods of teaching Greek; for it would seem that such a way would have been found out during the 2,000 years the world has been trying to learn Greek. Prof. Edward A. Freeman is a firm believer in the need of studying Greek, but he does not think it is taught as it

should be. He has a good many supporters, among them Mr. Wright Henderson, a university examiner, who declares that Greek is taught as it was a hundred years ago. Prof. Freeman believes that the fruits of the study of philology should appear in the teaching of Greek. And there are those who would have Greek as well as German appear in Roman type, on the plea that each could be learned in half the time now given and cause no destruction of the eye-sight.

The teachers in the large cities need the co-operation of the boards of education in the maintenance of good order. There is a tendency to lawlessness that needs systematic plans to overcome. We think that a handsome medal with the date and name should be given to any pupil who has maintained a fair standing in these things: (1) self-government or self control; (2) industry; (3) kindness—interest in the welfare of others; (4) helpfulness in sustaining the school. Let the medal be called the "G. I. K. H. medal" and let it be called for by employers. Some well devised, systematic plan is needed. A day should be set apart for distributing these rewards; all could reach them, even those of a low grade of talents.

The English are not wholly pleased with the new copyright law, because it requires that books by foreign authors to be copyrighted in this country shall be printed from types set in this country; for English publishers will not be at the expense of having the book set up twice, once here and once in England, but will use the American plates for the English market. The books set up here will be printed with the American spelling, which Englishmen regard as something horrid; for example, *theatre* will be spelled *theater*.

The influence of the saloon on the school is well known to be detrimental; in fact, the teacher well knows that when a boy begins to attend the saloon regularly he is doomed, morally and intellectually. Hence, a question that will be discussed is this: whether the state can raise money for the schools and see the influence of that money checkmated by the saloon. At all events, it is already determined that the saloon must not be too near the school; just how near is fixed by law. How many more foes will be discovered to the progress of the common schools?

The truly great work that has been done by Prof. B. G. Northrop (formerly state superintendent of schools in Conn.) in stimulating village improvements, shows what can be done by a man who has an object which is in the line of man's progress. This object is an educational one. Mr. Northrop has done much for school-house grounds, but more remains to be done. Let the teachers second these efforts; let them determine that the schoolhouse and its surroundings shall be most attractive.

At the last election in Cook Co., Ill., a county board of education was chosen in which there appears an element of hostility to Col. Parker. The normal school of which he is principal is under the charge of this board. It will be remembered, one of the new members, a Mr. Thornton, visited the practice school, which is one of the public schools of Chicago, and declared it was behind the other schools, and so reported to the county board.

Now it is quite probable that if that school is measured by the standard some have in their minds of what a child should know, it may be found wanting. Col. Parker was perfectly willing his work should be inspected and proposed to the board that suitable men should be selected for the purpose. Who have been named as educational experts, we do not know. Com. W. T. Harris, Pres. McAlister, Dr. Thos. Hunter, Prof. Calkins, Supts. Seaver and Balliet, Supt. Day, the principals of the Massachusetts and New York normal schools, Dr. Butler, Jerome Allen, are a few of the number in this country who justly deserve the title of educational experts.

That the pupils have faithful, skilful, and hard-working teachers is conceded. The question simply is: Is the plan on which they work a scientific one? It will not do for Mr. Thornton to say that the children cannot spell this word, or that word, or do this "sum" or that one. Views have changed a good deal since Mr. Thornton was a boy. It is claimed that the mode of teaching and the subject matter in the practice department are in accordance with the very best light of the century. Col. Parker is no man to hide his work. It has been his effort to get at the truth in education; if it can be shown to him that he is not on the right track he will be more glad than any one else. But he has spent too many years pondering over the matter to have come to any narrow conclusions. He may be set down as able to handle the educational questions that now confront him.

The publishers of THE SCHOOL JOURNAL at the earnest solicitation of many lady teachers issued TREASURE-TROVE. It became quite popular because it aimed at helping forward the boys and the girls at school. It was originally fifty cents a year; then it was doubled in size and doubled in price. With the beginning of 1892 it is to return to its former rate of fifty cents and be halved in size. The main object of this is to put it within reach of a good many more boys and girls.

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There is a business side to THE JOURNAL—the collection of subscriptions. It is too common that a subscriber gets a bill for a subscription and lays it aside; another comes and it is treated in the same manner! Good friends, pay your bills promptly. Let it be truly said, "We never lose anything by teachers."

### The Problem of Discipline.

"How shall I discipline my school?" This is a far greater problem to the young, inexperienced teacher, than it ever can be in after years if that teacher is a successful one. Why? Because a successful teacher has aroused in the pupils the necessary ambition and love of investigation, that makes the school-room a pleasant spot to work in, instead of a place in which simply to "keep order."

"How did you get along in your school last year?" asked a veteran teacher of a young normal graduate at the close of the first year's work. "O! very well! they said I had excellent order!" The heart of the good old teacher, who had learned all the milestone readings in the long pathway of his pedagogical experience, was heavy with apprehension for the future of the complacent young lady who could gauge her first year's results by any such mechanical standard as that. He knew just what that meant. That trained teacher versed in all the lore of "principles" and theories, had yet not been able in the entire year, so to absorb herself and her pupils in the legitimate school-room work of development and instruction that the "order" of the room had settled itself.

That one body cannot occupy two places at the same time, is an axiom that can apply equally well to mental conditions as to physical. The mental energies of a pupil cannot be fully enlisted in the direction of thought and study, and be planning mischief at the same time. *Crowd out the bad by filling in the good*, may not be an elegantly phrased piece of advice to give to a teacher who wants to know "how to keep order," but it is the secret of the whole matter. If a teacher should enter the room with a thrilling description of something she had read or seen, there would not be any trouble about "keeping order" while she was telling it.

But, can a teacher make her *school work* interesting enough to secure good discipline by that alone? Yes. It has not entered into the heart of the average teacher to conceive how absorbing or interesting his or her work may be made to children. Marvels of nature and science on every hand, in the hands of enthusiastic and competent teachers, could be presented to children in a way to "crowd out" every temptation, and to give thought to something outside the subject. The common, everyday "branches," usually considered as dull, are capable of such illumination by a skilful teacher that the children will be wrapped in the brightness of it, and see no allurement in anything else.

"But I am not that kind of a teacher," comes in reply. "I cannot make all my children earnest and attentive, no matter how hard I try." "Ay, there's the rub." What, then can be done?

*An orderly school-room is an imperative necessity.* If a teacher is not capable of "holding" a school by personal influence, skill in teaching, and a purpose so earnest and strong that it dominates every other school-room influence, then, visible law-making with its inevitable penalties must be resorted to if such a teacher persists in remaining in the school-room. It is not too much to say that the *nature* of the penalties for disobedience resorted to by a teacher, is a pretty safe criterion of the quality of the judgment, heart, and purpose of that teacher.

The course followed by the renowned teacher, Dr. Thomas Arnold of Rugby, England, is worth the consideration of every teacher.

When Dr. Arnold entered that large public school it was in a chaotic condition as to discipline. Boys' schools in England were accustomed to severity, and this school was no exception. The walls of the school-rooms in this venerable pile of buildings, were frescoed with printed rules and regulations. "Thou shalt not" was on every hand. Dr. Arnold was very young for such a position, slight in build, and wholly unlike the typical "Head Master" of such a school. But on first looking about him, he requested at once that all these stringent "Rules" be removed from the walls. He then called the boys together and said to them, in a voice thrilling

with earnest sympathy, "I have but one rule for you all, *Be manly*." In the years that followed, no other rule was ever given them. *Manliness* was the guide, the test of every act. The school was transformed, and the fame of Dr. Arnold as an educator resulted in a call for his services at one of the great universities of England. He accepted, and the school, overwhelmed with sorrow, was called together for his parting address. He rose before them, stretched out his arms as if to gather them to his heart, but said only these words: "Boys, be manly;" and fell back overcome with emotion.

Through all the years of the future, that single rule of Dr. Arnold will continue to stand out as the condensed utterance of all wisdom in school discipline.

## Contrast These Two.

A group of normal school teachers were talking together of the class that had just entered; it was agreed that quite a number promised to be successful. A teacher of long experience was appealed to for his judgment as to the one most likely to succeed; and when it was given it was remarked by another: "He is almost always correct." This led to a statement concerning two young men who had graduated a great many years before, that possessed so much interest that it was noted down:

"In the entering class of 186- there were two young men who led the class. A was the more attractive; both were from the country, and had equal advantages. In a few days it appeared to me that B was the superior. The difference, it seemed to me, was in the use he made of what he learned. A learned a definition or fact and turned it out again; B learned it and employed his mind on it. Perhaps "self-thinking" partly describes the operation I allude to.

When they entered the Practice School, A was more handy and genial, but the "critic" told me that he was a lesson-hearer and not a teacher as yet. In the discussion of principles, B showed superiority. He had thought of teaching as of chemistry or botany, evidently.

When they graduated each had good places, but A had the best one—that is, the best salary. I watched their course with interest. B began by making his two assistants into a Teachers' Association, and having public monthly meetings; other teachers joined them, and there was considerable activity displayed in the surrounding villages—all arising from what was being done in this school of three teachers. B was a helper in the institute; in fact, he was becoming an educator, having clear views and knowing where he stood. I was not surprised that after two years he went into a wider field of usefulness; from that he has moved steadily along, and is now, as you know, at \_\_\_\_\_."

This led to more discussion, and it was agreed that a teacher must have the power to *use knowledge for educational purposes*, and that the successful graduates had all been distinguished by possessing this power. As one remarked. "Somehow there must be a comprehension of the psychological processes, and although we may not aid our graduates all we might in this, yet they will not make a success if they do not get hold of them."

It was plain to one who listened, that graduates of normal school divide into two classes, those who make the hearing of lessons the main thing, and those who use the lesson as a means of educating. Judging from this conversation the latter were the successful, rising ones. Let this fact be well noted—it is worth reading over again and again.

These two young men above described, then, are types of two large classes in the school-rooms. Both have equal scholarship, we will suppose; but one looks at the pupil as a being that is to acquire knowledge; the other as one who has powers to be trained, knowing that these trained powers will demand knowledge on which to employ themselves. The distinction is an immense one; it separates into two classes those who have studied side by side at the normal school for two or three years;

and, as we go along further we find the rising, the advancing, men come almost wholly from one division.

Many a young man has made what he deems to be a good preparation for teaching. This is in general his stock in trade. He knows arithmetic, grammar, geography, (some) history, geometry, algebra, physics (out of the book usually), chemistry, etc. He is getting a moderate salary; he hears of some classmate who possibly has made twice as much in real estate and he is dissatisfied; he wants to rise. What shall he do? To which of these two classes does he belong? If when he is asked what constitutes him a *teacher*, he goes over the list as above specified he does not belong to what may be the rising class, unless he can get a boost from a politician. The demand is for those who understand education. "The woods are full of other sort," it has been remarked.

It may cost effort, but it will be worth all it costs, for any teacher who wishes to go upward, to pull himself out by a sudden jerk if necessary from being a reciting post, and planting himself on the solid ground the teacher in all ages had occupied. He must do more; he must form an educational church in his community—that is, an association to study education. Let him gather kindred spirits and pursue this needful work. It is as necessary there should be churches for education as for religion.

## Water in Relation to Health.

By GEO. G. GROFF, M. D., President of the Pennsylvania State Board of Health.

(So many cases of typhoid fever occur in the country that many states have appointed boards of health. It has been found that water brings into the body many of the severe diseases, such as typhoid fever. Hence the need of instruction regarding drinking water. The ordinary well is often a mere hole in the ground filled with surface water; often the well is contaminated from cesspools. This article will call attention to a needed subject of thought.—EDS.)

*Drinking Water should be Pure.*—About 70 per cent. of the human body consists of water, which is, however, being constantly lost through evaporation from the skin and the lungs, as well as by the action of the kidneys and the mucous membrane of the alimentary canal. Through the avenues named, in a healthy person, no less than four pounds of water are daily lost to the body, and it is because of this loss that there is a constant need of drinking water. A man may live many days without eating, but he can live but few days without water, and this is because water is, next to air, the most important of all *food substances*. It is not customary to look upon water as a food, but such it really is. A very few minutes after a glass of water has been swallowed, it has entered the blood, and from the blood it passes to the tissues and becomes a part of them, acting in every sense as a true food. Hence, we perceive the importance of having water pure, it being just as important as it is to have pure food or pure air.

Not only is water a food, but in the blood it acts as the *general carrier* of the body. It is very essential to a high order of health that the blood be supplied with an abundance of pure water, in order that this work of common carrier of the body may be properly performed. Otherwise, we have imperfect nutrition, and a disordered state resulting from the retention of effete matter in the body.

*Qualities of a good Water Supply.* Good drinking water should be colorless, aerated, without odor or taste. It should be "soft," that is, not have more than 3 or 4 grains of lime and magnesium to the gallon. It should have very little organic matter, no ammonia or nitrous acid, no lead, and very small portions, if any of nitrates, chlorides, and sulphates. Such typical waters are to be found in mountainous regions, away from human habitations, and it is this which makes the water from mountain springs and streams so delicious. As a country fills up with human beings, pure water becomes scarcer and scarcer.

Water conveyed in lead pipes is always liable to become contaminated by dissolving a portion of the lead. Such water is poisonous and should always be avoided.

by letting all the water in the pipes run off before any is collected for use.

It is probable, that most of the parasites which inhabit the human alimentary canal, gain admission to the system through the drinking water. Hence, on this account too much care cannot be exercised to prevent children from using contaminated waters.

*Sources of Water Supply.*—We have, first, rain water. This is the purest of all natural waters, and yet it is much purer when collected in the country, than in the city, and in winter than in summer. This is because rain washes the impurities from the atmosphere, and the air over a city is much more impure than over the country. Many eastern cities, as Constantinople, Venice, Gibraltar, Malta, and in the United States, New Orleans, are supplied with rain water. Although this water comes from the air pure, when collected in cisterns, it is very liable to become contaminated there. From researches made in this country, cistern waters have generally been condemned.

In country places, wells are generally resorted to, as the source of water supply. Yet, by sanitarians, well water is *always* regarded with suspicion. Shallow wells are fed by the rain water which falls upon the surface of the earth, and in practice, this water dissolves, or otherwise gathers up and carries the organic matter which accumulates about human habitations, and which is very deleterious to human health. Of ten well waters recently examined in a Pennsylvania town of 20,000 inhabitants, eight were condemned as entirely unfit to use, while in a city of 40,000 inhabitants it was found that there were not half as many cases of typhoid fever (a disease due to impure drinking water), as in an adjacent farming district of the same population, where the water supply was from wells. Well water is most dangerous in the late summer and autumn, when the waters are low, and the filth consequently concentrated. Spring waters, like those from wells in long settled communities, tend to become impure. Waters from melted ice may also be impure, as, in freezing, *not all* filth is expelled. Hence ice should be collected from pure sources.

The purest waters are collected from large lakes, at a distance from any source of contamination. Next to lake waters in purity are those from rivers. Most cities and towns are practically confined to the use of river waters.

*The Purification of Water.*—The most dangerous substances which contaminate water are not to be detected by the naked eye. Hence, only a chemical analysis can determine the purity of a water supply. It is well here to call attention to the fact that too much reliance is generally placed in filters.

For practical purposes, water may always be purified, *by boiling*. Wherever it is necessary to use suspected waters it would be well to confine oneself to weak tea or coffee, the water in which has been thoroughly boiled.

It may also be well to remember, that the addition of a few grains of common alum to a gallon of water, will cause the precipitation of clay and earthy matters in muddy water.

Having just returned from attending the Massachusetts Educational Association (which in many senses was a most worthy affair), I am prepared to give words of serious advice to those who are to be in control of the many associations that will meet in the present month. If the association is for the purpose of letting off educational steam, then the more there is done of that the better. If it is for promoting real educational progress, then something quite different must be done. It is worth while to listen to the talk of the people of the town where the meeting is held—we mean when they give their honest opinions; it is also worth while to ask teachers who have attended meetings for ten years to give their opinions—where two or three get together, there are opinions delivered that do not appear in print. They usually end up: "Well, I suppose we have got to have them."

A. M. K.

## Education—Instruction.

By ROBERT M. SMITH, Prin. Model School, Lachine Locks, Ont.

1. To learn signifies to acquire knowledge and aptness; to educate signifies to develop all the energies of the mind after a perfect model.

2. Simple instruction is an external appropriation, education is an internal growth.

3. Instruction is a means of education, and the matter of instruction is the nourishment of the mind, but the acquisition of matter ought never to be the end of instruction.

4. To teach and to learn only form education when the ideas taught are presented in a lively and proper form.

5. Instruction is educative, when it enlightens the mind according to a methodical plan; for it enriches the intellect by some true ideas, it rekindles the heart and sanctifies the will.

6. An educative instruction passes through the following stages: preparation, appropriation, the working out of a thing, co-ordination, and lastly the assimilation of the matter.

7. Preparation ought to call forth in the pupil application, appropriation should awaken the interest, the working out of a thing ought to pursue a well-defined end, and assimilation should transform the ideas in such a manner that they may become an integral part of the being and that they may have full action on the will.

8. Interest is aroused by a choice of appropriate matter, and by a well-arranged recapitulation.

9. The matter ought to be selected according to the requirements of life and should conform to psychological principles. It ought not to seem arbitrary to the pupil, but should appear as the necessary and desirable continuation of what he already knows.

10. The connection of subjects ought to follow the natural course of life and the needs of development of the pupil rather than a system or rules.

11. The method ought to try and put itself in touch with the mind, by using language adapted to the capacity of the pupil. It is not the applications, but it is their appropriation which helps and advances the pupil.

12. We attain the desired end by the methodical and concentric order of the branches of study, by the grouping of matters according to their agreement. Each branch will help the others to form a more living and clearer whole; the branches become more deeply rooted by affording a mutual help.

13. Each simple idea ought to be allied with a group of ideas and should complete them.

14. Every new step in instruction ought to be preceded by a retrospective preparatory examination, so that the pupils may never lose sight of the co-ordination of knowledge.

15. When the impressions are durable, deep, and useful, the subjects have been well chosen, very appropriate, and well-expounded.

16. By repetitions, given according to a methodical and well-ordered plan, the subjects fix themselves in the memory and in the intelligence in a durable manner. Each acquisition of knowledge ought to bring with it the joy of possessing it.

17. By constantly laying stress upon the intimate relation which exists between the branches of study and the requirements of life, these different branches, instead of appearing artificial, will appear to be an integral part of our life.

18. By the necessity of thinking, of reasoning, of exercising himself, study identifies itself with his being; he has in him an agency which exerts itself during his whole life. Study matures personal activity as good discipline forms education.

19. Thus in its workings the matter of instruction is truly educative; that is to say, it forms the being and guides it in life.

## The School Room.

DECEMBER 19.—NUMBER AND PEOPLE.  
DECEMBER 26.—DOING AND ETHICS.  
JANUARY 2.—LANGUAGE AND THINGS.  
JANUARY 9.—EARTH AND SELF.

### Lessons in the Metric System. II.

By A. B. GUILFORD, Jersey City, N. J.

**THE DECIMETER.**—*a.* Divide the meter into two equal parts. (All division lines on the sticks should be made with distinctness, and preferably with ink.)

*b.* Build new measure from cardboard or stiff paper exactly as long as the oblong, given in Fig. 1.



Fig. 1.

*c.* Beginning at the center of the meter stick, lay off lengths of the new measure on the meter to right and left of the center mark.

*d.* Find the number of new measures contained in the meter. Find the part of the meter that the new measure is.

*e.* Give the name, *decimeter*, to this part of the meter. Let the pupils know that *deci* is from the word *decimus*, meaning one-tenth.

*f.* Express meters in decimeters, and decimeters in meters, or decimals of a meter, by the removal of the decimal point to the right or left, until pupils can readily think any number of one in sign of the other.

*g.* Give the sign for the decimeter (dm.) and its position regarding the number that it names.

*h.* Direct each pupil of the class to measure, make, and bring to you something that has a decimeter, for at least one of its dimensions.

**THE CENTIMETER.**—*a.* Divide accurately the decimeter into ten equal parts, as in Fig. 2.

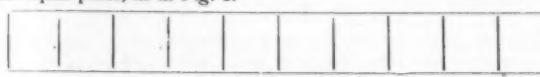


Fig. 2.—DECIMETER.

*b.* Find the number of these parts in the decimeter, also the number of these parts in the meter.

*c.* Find the part of the decimeter ( $\frac{1}{10}$ ) represented by one of these parts, also the part of the meter ( $\frac{1}{100}$ ) represented by one of these parts.

*d.* Give the name *centimeter* to one of these tenths of a dm. State that *centi* comes from *centum*, meaning one hundred. Have the pupils give the reason for using this name for this measure.

*e.* Give the sign for the centimeter (cm) and its position regarding the number that it names.

*f.* Express meters and decimeters in centimeters, and centimeters in decimeters and meters, until pupils can rapidly perform reductions mentally.

*g. For Home-work:*

1. Construct a square 1 dm. on a side.
2. Construct a square 1 cm. on a side.
3. Compare these areas.
4. Find the name of the coin that is 2 cms. in width.
5. Construct a square inch. Paste a square cm. in each corner of the same.



Fig. 3.—CENTIMETER.

**THE MILLIMETER.**—*a.* Divide the centimeter into ten equal parts.

*b.* Find the number of these parts in the centimeter (Fig. 3.), and in the meter.

*c.* Find the part of the centimeter, the decimeter, and the meter represented by one of these parts.

*d.* Give the name *millimeter* to one of the tenths of a centimeter. Let the pupils know that *milli* is an abbreviation from the word *millieme*, meaning thousandth. Have pupils show reason for the use of this name to designate this measure.

*e.* Give the sign for the millimeter (mm.) and its position regarding the number that it names.

*f.* Give much drill in the reduction mentally of meters, decimeters, and centimeters to millimeters, and in the reduction to higher terms of millimeters.

*g. For Home-work:*

1. Construct a square decimeter. Lay off two opposite sides in centimeters, and other opposite sides in millimeters.
2. What coin is 31mm. in width?
3. Compare 1mm. and  $\frac{1}{2}$  of an inch.

4. Compare 1dm. and  $3\frac{1}{4}$  inches.
5. Compare 1cm. and  $\frac{1}{2}$  of an inch.

#### TEST WORK IN REVIEW.

1. Read as meters:
- a. 3421mm., 987,632mm., 761,234mm., 876 cm., 234,987 dm.
- b. 29mm., 34cm., 23dm., 4356mm., .54dm., .987mm.

2. Read as millimeters:
- a. 345mm., 543.2mm., 65,489mm., 78,567mm., 45.6dm.
- b. 100m., 1,000dm., 10,000cm., .1m., .01dm., .001cm.

3. Change to meters and add:
- a. 4356mm., 34.5dm., 987,612mm., 876.43cm., and .089mm.
- b. 345,123mm., 765,987cm., 6308.234dm., and .00234m.

4. How many leaves are there in a book that is 2.1cm. thick if each leaf is .05mm. in thickness?

5. What is the distance round a sq. meter in millimeters? In centimeters?

6. The top of a monument is 143.9m., and the base 67.19m., above the level of the sea; the steps which lead from the base to the top of the monument are 19cm. high. How many steps are there?

7. The expense of building a railroad is \$25 per meter. What is the cost of the road if its length is 56,798m. 9dm.?

8. What is the value of 80 yards of ribbon at 15 cents per dm.?

9. How many yards of cloth can be bought for \$98 if 1m. cost \$1.02?

10. Small blocks 1cm. on a side were laid round the sides of a room that was 1cm. long and 98dm. wide. How many blocks in the line?



### A Study of the History of a State. II.

By DR. A. E. MALTBY, Slippery Rock, Pa.

In our last article the haste of preparation made us say "Harrisburg *becomes* the capital in 1785," instead of "Harrisburg, the capital, *was founded* in 1785." The city did not become the capital until 1812. A friend in the eastern part of the state thinks that Boone was born in Berks county instead of Bucks county. Three authorities which we have consulted give Bucks county as his birthplace. The counties are near each other, and after all, the important fact is only that *he was born in the eastern part of the state*. Gen. Wayne was born "in Chester county." Teachers of history must not "strain at a gnat and swallow a camel," at least in the matter of dates. We have authority for all which we have given, and although all authorities do not agree,—and our plates would not allow of the day and month,—still we would not have the MOTIVE of the work lost in any quibbles as to dates. Some may even dispute the treaty of peace, or the purchase of lands by Penn; still a monument in Philadelphia marks the spot, called by the Indians, Shackamaxon, where, under a spreading elm, the formal treaty is said to have been made. In the studio of an artist may be seen many broadly executed sketches called "studies," and we had these in mind when we named our sketch from a teacher's class-room, "A Study of the History of a State." We have sought for main impressions, and do not claim that there may not be a dash of misplaced color in the picture.

After all is said, the "new education," in the teaching of the subject, has passed beyond the mere microscopic accuracy of chronological tables, and would grasp something of the philosophy of history.

An old German proverb says, "What goes into the mind through the eyes never comes out again." It is to such associations of the concrete in teaching that the old Moravian schoolmaster, Comenius, appealed when he gave to the world his "Orbis Pictus."

In our study of the state of Pennsylvania we shall be somewhat arbitrary in our separation of the events into time-periods, although we have taken up four periods which were best suited to our own class-work. We would not in any way limit the series of maps to the four here given, and could wish these to be taken rather as suggestions than as models. Let us say, then, that the third period shall extend from the close of the eighteenth century to the breaking out of the Civil war (1800-'61). (Plate III.)

In the eastern section we find the United States bank with its first charter extending from 1791 to 1811; then the reorganized bank from 1827 to 1836.

Passing now to the western river, we find Aaron Burr (1806), expecting to draw recruits from the upper Allegheny to aid him in his ambitious designs to seize the Spanish possessions in Mexico, and establish himself in power as Cortez had done before him.

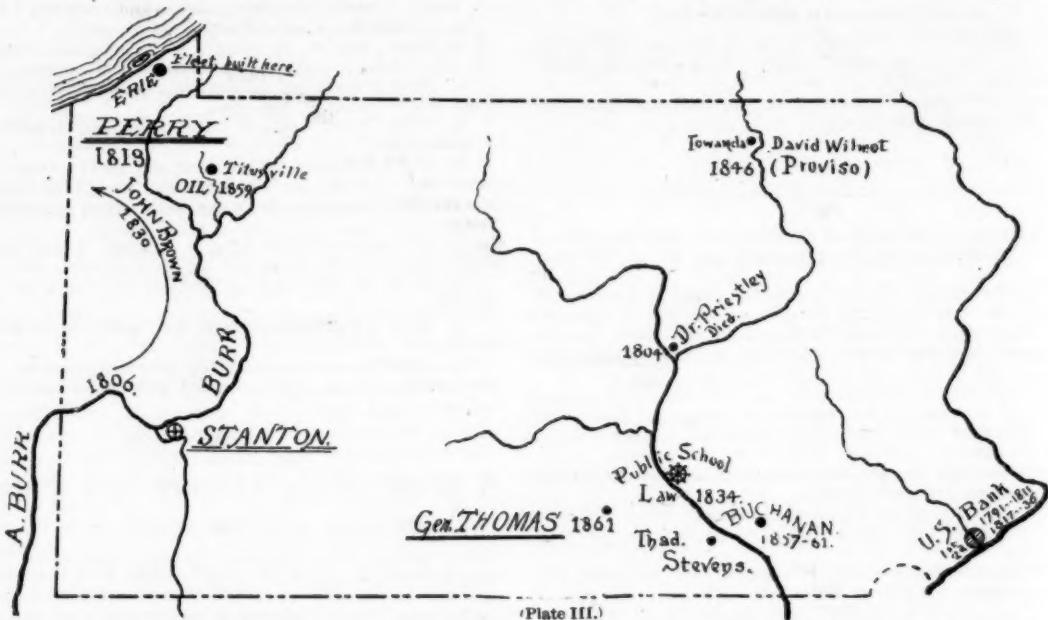
The northwestern part of the state is overshadowed by the name of Perry. At Erie a fleet was built from the trees of the virgin forest; and, moving down to the western end of the lake, the young commander, who had never seen a naval battle, gained his famous victory over one of Nelson's veterans. "We have met

"the enemy and they are ours," rings through the section of the state, as, on September 10, the children in our country schools still celebrate the victory. We do not know what wise instructor started such concrete teaching, but it certainly must have its influence upon the youthful minds. What need to go to classic Greece to seek out spots sacred to liberty! We have them here. Points in the orbit of that strange offshoot of Puritan stock, "Old Osawatomie," are found in Beaver and Crawford counties. At

With Stanton at Pittsburg, Thomas at Carlisle, and Thaddeus Stevens to lead the way toward the nation's capitol, the Civil war comes fairly into view. (Plate IV.)

But reverent hands must lift the curtain here. The graves at Gettysburg mark well the field on which the armies of twenty-eight states fought to decide the question of mankind's right to freedom.

The noble sons of Pennsylvania, Meade, Hancock, Reynolds,



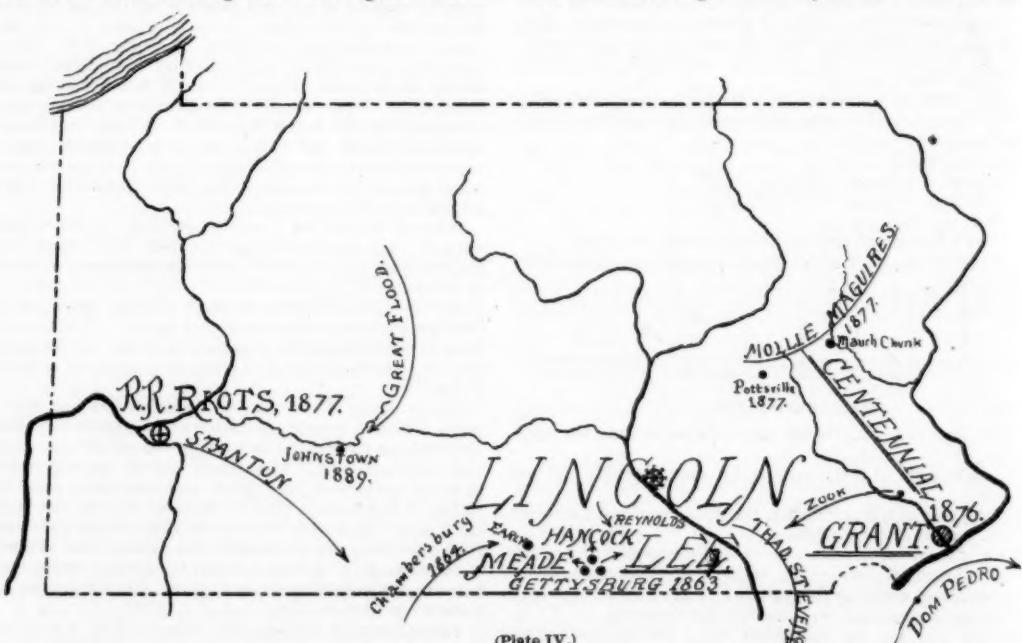
(Plate III.)

Darlington academy the youth learned lessons in freedom and truth. Our grand old commonwealth may well be proud that her soil has been trodden by the feet of him of whom Victor Hugo could write the fitting tribute, "For Christ, like Christ." And Wendell Phillips could say, "Well, men say he failed. Soldiers call Bunker Hill a defeat, but liberty dates from it, though Warren lay dead on the field. Actually, a man had been found ready to die for an idea. God be thanked for old John Brown."

But we must not dwell too long here. The region of the Sus-

Zook, and hosts of others gained an undying fame; but Lincoln, the type of the true American, overshadows all the place. We hear his words as the battle-field becomes the resting place of heroes:—

"We cannot dedicate, we cannot consecrate, we cannot hallow, this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is rather for us—



(Plate IV.)

quehanna must claim a share of our attention. The public school law, originated in 1834, was championed by Thaddeus Stevens. At Towanda, in 1846, lived David Wilmot the author of the famous "Proviso," of which Horace Mann said, "I would pass it, rebellion or not." Lancaster was the home, as it is the burial-place of President Buchanan (1857-61). At Carlisle, in 1861, that pure and noble patriot, Gen. Thomas, offered his services to his country rather than to his state; although he might have followed the example set by his fellow-Virginian, Gen. Robt. E. Lee.

that we highly resolve that the nation shall, under God, have a new birth of freedom; and that government of the people, by the people, and for the people shall not perish from the earth."

In Philadelphia, in 1876, the Centennial brings together the North and the South to celebrate in peace the nation's birthday. The name of Grant is here associated, and also that of the nation's guest, Dom Pedro.

As we write we learn that this exiled emperor of Brazil has just died. His last conscious words being an expression of his deep



thought is aroused and imagination, expression, and attention stimulated.

The following outline will indicate the character of the work:

1. Appearance of the Country.
  - a. Snow and ice. c. Summer and winter.
  - b. Glaciers, icebergs. d. Day and night.
  - e. Aurora Borealis.
2. The People.
 

a. Appearance	height	{	shape of head
	b. Dress. c. Morals.		
3. Houses or "Igloos."
  - a. Summer, winter. b. Inside, outside.
4. Modes of Traveling.
  - a. Reindeer, dogs. b. Sledges. c. Boats.
5. Animals, their uses.
  - a. Seal. b. Reindeer. c. Walrus. d. Bear.
  - e. Whale. f. Birds. g. Fish.
6. Employment.
  - a. Men. b. Women.
7. Weapons. Household Utensils.
 

a. Lances.	a. Beds.
b. Bows and Arrows.	b. Lamps.
c. Spears.	c. Spoons, kettles.
d. Slings.	d. Cups.
8. Amusements.
9. The Children.
  - a. Dress. b. Games. c. Employments.
10. Care of Sick and of the Dead.
11. Their Religion.

## Reading, Language, and Literature. V.

(The course of Saturday morning lectures on the above subjects, by Mrs. S. D. Jenkins, Prof. of Science and Art of Teaching, in N. Y. College for Training of Teachers, will be reported in THE JOURNAL by E. D. K.)

From the reproduction of reading lessons, the transition to lessons in language is easy and natural, and these in turn furnish material for all necessary study of grammatical analysis, and construction. All lessons re-enforce the work of language, incidentally in the oral work, and directly in the written reproductions.

The ability to use a language with ease, accuracy, and elegance is now generally recognized as the goal of scholarship in English, and this has never been attained by the repetition of inflections or the application of rules. From the forming of the first judgment in the primary work to the highest grade, there should be constant and vigilant effort toward the acquisition of a clear, accurate, forcible, interesting, style of expression.

The child must have the material of thought at hand, and to this end the early work in composition should bear the closest relation to other branches of study. The teacher must not exact what he has not led up to. Systematic lessons in the correct use of English can be begun as soon as the first sentence is written in script on the blackboard, as "I see a bird." The capital and period are used correctly from the beginning. The child has never seen the word "I" written in any other type than the capital; indeed he never has seen the small letter "i" written alone, therefore this point in language is fixed forever. When he sees in a subsequent reading lesson, "Mary has a bird," he learns incidentally another use of the capital, although nothing is said at the time as to its being a capital. Should he, however, write a name with a small letter (something as yet never known to occur with children taught in this manner) the attention then must be called to the correct manner of writing names of this class. All incidents pertaining to the mechanics of composition are to be treated in the same direct-indirect manner.

Of the three recognized phases of composition work, *mechanical*, *intellectual*, and *emotional*, the first only claims our attention in the primary grade; but the mechanics are acquired in a manner most unmechanical, viz., while the thought is directed toward expression, in the written reproduction of simple reading, number, and science lessons.

In the third and fourth years, the work of the first and second is continued and enlarged, adapting itself to the increasing complexity of the curriculum. Analysis of words and study of their composition, or a look into their genealogy and personal history, becomes both recreation and training. Words as words become interesting, the interest leading to the study of the dictionary as a collection of literary curios.

This study of words is possible to a greater or less extent in all grades above the primary. Just here we find ourselves trespassing upon the second or *intellectual* phase of composition, as this casual study of words leads almost unconsciously to the formation of taste and is being expressed in the choice of words made

possible through an enlarged vocabulary. Questions of best arrangement, in order to give clearness and strength, also naturally find their way into the work. These points may at a glance seem to be beyond the apprehension of children in the second and third years of school, but experience proves the contrary.

An example from an exercise of the past week will illustrate what is intended by "arrangement." The children in the second year of the primary class were requested to reproduce a lesson in which the weather and temperature of the morning, and the walk to school, had been the subject. One sentence given was, "This morning I saw some ice coming to school." The thought was found, and the form of expression examined as to its truth; as to whether it told just what was intended. Very soon the children learn that it is necessary to exercise care, in order not to misstate.

Carelessness in expression, oral and written, permitted at this age becomes habit, and appears later in the mass of misplaced qualifying words and clauses found in the composition of the adult. Hence, during the first two years, the work should be almost wholly with the sentence. Success depends upon sentence structure. The forms encouraged should be simple and strong, the maximum of thought with the minimum of words. Train the children early to put forth their thoughts, on subjects of which they have knowledge, with precision and fluency, in language which all the world can understand.

As soon as the sentence is well in hand the forming of the paragraph may be undertaken. The sentence dealt with a single topic and was complete in itself. The paragraph must also deal with a single topic. Place qualifying words near principals; use few qualifying circumstances; never qualify qualifications. Clauses of explanation, limiting conditions, make sentences long and over-loaded, and are in bad style. All these difficulties must be met and yet not sacrifice items essential to the narration, letter, or description in hand.

The paragraph structure repeats and intensifies all the difficulties of the sentence. From the writing of the first simple letter, lead the child to see that he can say but one thing at a time, and that upon the arrangement of facts and their expression depends his success or failure. Perfection may be impossible; at best it is but a question of fewest evils; a matter of compromise, but let us not be satisfied with low standards.

So far as material for this kind of work is concerned there is no limit. It appears in all related lessons. A class studying the geography and history of Russia can make a most beautiful set of lessons from the examination of the Crimean peninsula.

"Kingslake's History of the Crimean War," may be made to contribute its thrilling descriptions of the Battle of Balaklava; also Tennyson's "Charge of the Light Brigade." The geographical and historical interest then subdivides into interests, political, religious, poetical, and philological. The research, the reading, the writing, and the examination of that written, all tend to give wider vision of subjects. The power of seeing the seamlessness of that robe called education is most important; a realization of unity for which the whole educational structure groaneth.

(The clear discrimination made in this lecture between the erroneous and the true in language teaching make it exceedingly valuable to teachers. The abundance of fresh illustration from every-day experience, and the constant use of the blackboard in formulating methodical arrangement, made of the real lecture a living thing that cannot be reproduced in cold print.

We hope it is generally understood that these are not written lectures read before an audience, but given without notes, under the inspiration of earnest conviction based on a large and successful experience in the methods advocated. At the close the audience were given an opportunity to examine specimens of work of the pupils of the Horace Mann school connected with the College for the Training of Teachers. This work which was the result of methods advocated in lectures, was of an exceptional order of merit.—E. D. K.)

## Civil Government.

### THE CABINET.

By E. D. K.

1. Which secretary ranks highest in the Cabinet?
2. Under whose care is the signal service for weather forecasts?
3. Who is the chief law officer of the government?
4. If a new state should be admitted to the Union, which member of the Cabinet would issue the proclamation?
5. In whose possession is the great seal?
6. Who superintends customs duties?
7. Under whose control is the construction of public buildings?
8. Who makes postal treaties with foreign governments?
9. Who issues passports to foreign consuls in the United States?

10. Who superintends the transportation of any portion of the army?
11. Who provides special counsel for the United States whenever required by any department?
12. Under whose supervision is the census taken?
13. Under whose management are public documents distributed?
14. Who is the medium of correspondence between the president and the chief executive of the several states?
15. Who publishes the laws and resolutions of Congress?
16. Under whose supervision is the life saving service?
17. What is the salary of each Cabinet member?
18. What regulates their term of service?



## Supplementary.

### German Children at Christmas.

By E. D. K.

(The following account of some of the customs of German children, was given the writer by a little girl eight years old who had lived all her life in Dresden, Saxony. It will be full of interest for other little children. Teachers can use it as a story-telling and reproduction lesson.)

They begin very early to get ready for Christmas in Germany. Many weeks beforehand the making of clothing for the poorer children begins. Then comes a "distribution day" when these little children march in and receive their presents of clothing, for which they are very grateful, kissing the hands of their benefactors and wishing them every blessing under the sun.

There is a peculiar cake (stollen) which belongs to the Christmas festivities in Germany. Every child must eat of this, and so they plan all the year to get enough money to buy it. They save all their spare pfennigs (one-fourth of a cent) and give them to the baker who will bake this cake at Christmas. He gives credit to each child for this money and at Christmas the children are sure of this cake of the season, which has three varieties according to quality and cost. Think of eating a "first," "second," or "third" class cake!

About a week before Christmas the market places are given up for the sale of Christmas gifts and ornaments. This they call *Christ-markt*, for the German people teach the children that all the Christmas gayety is because Christ was born and that he always remembers all the little children and sends them these gifts.

Just before Christmas a rather alarming looking individual dressed oddly, and carrying a great bag and a bunch of twigs, and stamping with a stick, comes to each house demanding to know if the children "have been good and said their prayers." If the answer is "yes," their chances for Christmas presents are good; if not, a stick from this bunch of twigs is supposed to be used as a penalty. If the children have deserved reward, the big mysterious bag is opened and quantities of nuts are thrown about, for which the children scramble and a general "good time" follows. This yearly visitor usually is some friend of the family and is known to the children as "Ruprecht." The children do not know about Santa Claus in Germany and never "hang up their stockings."

Every child must have a Christmas tree if only a single branch. Those who cannot have anything better, tie paper roses and lights on this tree-branch, and enjoy it as a real tree. The children never see the Christmas tree, or their presents, till Christmas eve, when they are invited to the entertainment in their own homes. Their presents are not placed on the trees as they are in America, but on tables set about the room. The decorations of the trees are very beautiful.

As the children enter the beautiful room with the decorated tree and presents spread on white-covered tables waiting for them, they sing the Christmas carol, "Stille Nacht, Heilige Nacht" (Silent Night, Holy Night).

The present-giving is not all on one side. Children must all give their parents something, if ever so simple. Little kindergarten children give something they have made at school for them, and those who are old enough write little verses for their parents on illuminated paper beautifully decorated with pictures.

The curtains are not put down in these German houses on Christmas eve, so that a visitor can walk about the streets and look inside the homes where all this happy celebration is going on. These trees are kept over till New Year's when they are all lighted up again, and the windows are again left so that everybody outside may enjoy the home festivities.



It is to be hoped that December 17, the eighty-fourth anniversary of Whittier's birthday, was observed in every school in the country. It is not too late to print the following beautiful letter from Dr. Holmes to Mr. Whittier. Let the teacher read it to the pupils;

"MY DEAR WHITTIER: I congratulate you on having climbed another glacier and crossed another crevasse in your ascent of the white summit which already begins to see the morning twilight of the coming century. A life so well filled as yours has been cannot be too long for your fellow men and women. In their affections you are secure, whether you are with them here or near them in some higher life than theirs. I hope your years have not become a burden, so that you are tired of living. At our age we must live chiefly in the past. Happy is he who has a past like yours to look back upon. It is one of the felicitous incidents—I will not say accidents—of my life that the lapse of time has brought us very near together, so that I frequently find myself honored by seeing my name mentioned in near connection with you now. We are lonely, very lonely, in these last years. The image which I have used before this in writing to you recurs once more to my thoughts:

"We were on deck together as we began the voyage of life two generations ago. The life of a whole generation passed and found us in the cabin with a goodly company of coevals. Then the craft which held us began going to pieces, until a few of us were left on the raft pieced together of its fragments. And now the raft has at last parted, and you and I are left clinging to the solitary spar, which is all that still remains afloat of the sunken vessel."



### The Christmas Tree.

Sing to "Maryland, My Maryland."

O Christmas tree! O Christmas tree!  
Again we hail you, Christmas tree!  
Though storms may rage  
And dark the night,  
The Christmas tree gleams warm and bright.  
O Christmas tree! O Christmas tree!  
Again we hail you, Christmas tree!  
O, Christmas tree! O, Christmas tree!  
A story sweet you tell to me,  
You tell of that best gift to men,  
The Christ-child born in Bethlehem.  
O Christmas tree! O Christmas tree!  
A story sweet you tell to me,  
O Christmas tree! O Christmas tree!  
Your branches green I love to see,  
Though years may pass and we grow old,  
Your blessed tale will still be told.  
O Christmas tree! O Christmas tree!  
Your branches green I love to see.

Lucy Wheelock.



### The Chain of Days.

By RANDALL SAUNDERS.

I would teach a good old lesson  
With all my might and main,  
'Tis all about a common thing —  
Why, nothing but a chain.

But listen every boy and girl,  
And parents not in school.  
It is nothing that is tedious—  
It is no long dry rule.

The days, my darling little ones,  
Are links of iron strong,  
And in a firm and perfect chain,  
There each one doth belong.

A wasted hour, a misspelled word —  
I'd have you stop and think —  
Is making nothing more nor less,  
Than an imperfect link.

Now, boys and girls, work faithfully,  
With heart and conscience clear,  
And forge unbroken every link,  
The chain of this new year.



Oh! what a lot of pleasure  
Sweet, smiling faces bring;  
And what a lot of music in pleasant voices ring!  
The skies may meet in sadness  
The blustering wind may blow,  
But if our hearts are cheery, there's sunshine where we go.

—Selected.

## The Educational Field.



Z. X. Snyder, Ph.D.

Dr. Snyder was born in Reagantown, Westmoreland county, Pa., August 31, 1850. He was brought up on his father's farm and in youth was inured to the hardy labors which have so often resulted in the development of strong men, having the usual common school advantages of rural districts. At the age of 19 he entered Mount Pleasant classical institute, spending two years there. In 1872 he entered Waynesburg college and graduated with class honors in 1876, teaching the interim in the common schools of his native county. After graduation he was appointed principal of the graded schools of the city of Wiconisco, Dauphin county, Pa. He held his position for some years, and left it to accept the chair of higher mathematics and natural history of Waynesburg college, his alma mater.

In 1883 he was elected principal of the Greensburg schools, and after four years in that position accepted the superintendency of the schools of Reading, Pa., being the immediate successor at that place of the justly celebrated Dr. Thomas Balliet. Here he introduced methods of teaching and management that have made his name prominent throughout Pennsylvania as an accomplished educator; and in 1889 he was called to the presidency of the Indiana, Pa., state normal school. Under his administration this school has grown both in numbers and reputation and to-day stands at the head of the normal schools of Pennsylvania.

Dr. Snyder has for many years given much time to original study and investigation. He has made a full collection of the birds, insects, and minerals of Pennsylvania. His great executive ability, his ripe scholarship, and his advocacy of progressive educational methods commended him to the governor of Pennsylvania, who recently appointed him superintendent of public instruction.

He is a man of splendid physical development and perfect health, as well as an accomplished scholar and school administrator. He accepts the position of president of the State Normal school of Colorado in view of its larger opportunities and fresher fields for a development of educational work, going to it with both the regrets and best wishes of those with whom he has severed his former relations.

The next meeting of the National Educational Association will be held at Saratoga Springs, N. Y., July 12 to 15, inclusive. The regulations of last year have been adopted. Papers that do not conform to the following requirements will not be printed in the volume of proceedings for 1892:

1. They shall be prepared to be used at the association, and shall not have been read or printed elsewhere, prior to the meeting of the association.
2. They must be written with the typewriter, on one side of the paper only, and carefully paragraphed and punctuated.
3. Those for the general association must not exceed three thousand words in length.
4. There may be, however, special addresses to which this limitation shall not apply.

5. "No paper, lecture, or address shall be read before the association or any of its departments in the absence of its author; nor shall any such paper, lecture, or address be published in the volume of proceedings, without the consent of the association, upon the approval of the executive committee."

It is recommended the discussion of papers be entirely oral, *ex tempore* in form, and open to participation by all members; and

that no member in discussion shall occupy more than eight minutes unless by general consent.

There will be two meetings of each department.

*On Wednesday*—Kindergarten, secondary, higher, normal industrial, art. *On Thursday*—Elementary, secondary, normal industrial, music. *On Friday*—Kindergarten, elementary higher, art, music.

This will give opportunity for members of one department to attend the sessions of other departments.

The annual report of the schools of the city of Lewiston, Maine, contains a deserved tribute to the efficiency of their training school under the charge of Miss Anna B. Badlam. After acknowledging the important service this school renders to their educational work, the radiating influence of the methods and influence of this school upon the different grades of the city schools is generously noted.

Miss Badlam, well known as an author and writer on educational subjects, has worked against odds in her efforts to systematize her work in the Lewiston training school. But the success that always follows such conscientious perseverance as hers in this work of making better schools, has come to her and to the school in good measure.

The *Sunday Herald*, Chicago, reflects pretty severely on Mr. Thornton, the new member of the Cook county board of education, because he proposed to examine the pupils of the Normal school in the spirit and methods of 1792. To spell "hieroglyphic;" to bound the state of —; to tell which is the highest mountain on the globe; to give the cost of the Croton waterworks, etc., etc., may be done—and once they must be done—but not under enlightened teachers now-a-days.

The dedication of Drexel institute of art, science, and industry, (Philadelphia), will take place in the auditorium of that building, Dec. 17. The dedication address will be given by Hon. Chauncey M. Depew, LL. D., New York city. The presentation of deeds of trust on behalf of Anthony J. Drexel, will be made by Hon. Wayne Mac Veagh, LL. D., Philadelphia. This will be followed by an address by James MacAlister, LL. D., president of the institute.

In the annual report of the board of education of Hudson, N. Y., (a thoughtful document) this reason is given for the want of improvement in penmanship above the primary grades. "Under our present system of education, the great amount of rapid writing in class work and written examinations is the cause of the trouble." This will strike the keynote of sympathy of a great proportion of teachers,—but, where is the remedy?

In the report of the superintendent of public schools, Norwich, Conn., an experiment by one of the principals of the schools (Mr. Rossiter of Broadway school), in the interests of manual training, is described. The work was done out of school by twenty-five volunteers. Seven hundred feet of flooring was laid in the attic, the material being carried by the boys from the school-yard. Some of the boys stayed only one night, others a good many nights, and some worked in the afternoon of one session day.

The principal gave as one reason for the experiment, that he thought it would give him a better hold on the boys who would be likely to be troublesome in the school-room, if he could work with them in some work where muscle and skill were at a premium, and *where they could impart as well as receive instruction*. He sums up the work as a success, for the reasons (1) that they have a good attic now to use; (2) that it has been a means of education to the boys who worked, in learning the price of material and the use of tools; (3) that the discipline of the schools has been better for it. The board of education paid for the material used.

The Georgia State Alliance in August last took up the question of state uniformity in text-books. Hon. A. J. Moody and Hon. L. F. Livingston both spoke against it. The Georgia State Teachers' Association which met at Athens, the Teachers' Convention which met at Brunswick, and the Peabody Normal Institutes all condemned the plan. It is understood the plan proposed was to be similar to the one in California, and which will be discarded in a few years. The point by Mr. Moody that authors and publishing houses are continually using their best efforts and spending great sums of money to make better text-books is a strong one. State uniformity tends to bring everything down to a dead level of monotonous sameness, and strikes a deadly blow at competition.

The Pasadena (Cal.) teachers hold teachers' institutes monthly, and the programs read as if they were live gatherings. Among the subjects are: "True Province of the Teachers' Professional Study," by Dr. J. H. Hoose; "Relation of the Kindergarten to Science Work;" "Meteor Showers;" "Training for Citizenship." Supt. Geo. E. Knepper, of Santa Barbara, discussed "Morality in

its Relation to Public Schools." Supt. W. S. Monroe, of Pasadena, took up the theme of "The Recitation."

These home meetings of teachers are a pretty good thermometer of the educational temperature of a city.

The Southeastern Ohio Teachers' Association met at Marietta the last Friday and Saturday in November, Supt. Rayman, of Logan, president. In his inaugural address he made a strong plea for a practical education. Pres. J. M. Davis, of Rio Grande, read a "Report on the Adjustment of the Courses of Study of the High Schools and Colleges of the State." Prof. W. M. Stine, of Athens, presented a paper upon the teaching of science "Between the Fifth and Tenth Years of School Life." A symposium on compulsory education was led by Col. E. S. Wilson, of Ironton. "Do County Institutes for Teachers by their Results Justify their Expenditure?" was discussed by Miss Hannah Maxon, of Gallipolis, who maintained that there is much need for improvement in institute work. Supt. J. N. Dye, of Malta, treated the "Deficiency of Teachers in the English Language," and Supt. Wheaton, of Athens, read a paper upon "Library Law in the Public Schools." He gave a brief history of library legislation in the state, and added some valuable suggestions for the formation of libraries. The last subject on the program was "What the Child can Learn in the First Three Years of School Life." Supt. Straus, of Parkersburg, who opened the discussion dwelt upon the need of the formation of habits of neatness, good manners, and respect for authority.

A National Conference on University Extension, will be held in Philadelphia on December 29, 30 and 31. Representatives will attend this conference from all the leading colleges and universities of the United States and Canada, and delegates will be present from abroad. An opportunity will be given for the fullest acquaintance with this system of teaching, and discussions will be held on interesting points in connection with its development in America.

The Pennsylvania R. R. has planned out some charming tours to Washington and Old Point Comfort during the Holidays. Last year a goodly number of teachers went to Washington and declared it was delightful. The idea to use swift trains, the hotels, and by means of a guide reach all the places of note. A road like the Pennsylvania does all it agrees to; it advertises remarkable comforts in the way of sight seeing and traveling.

### New York City.

The report of Supt. Jasper in respect to manual training in the city schools shows that on Nov. 1, 20,028 pupils were being instructed, viz.: 4,050 boys and 4,074 girls in the grammar schools and 11,904 in the primary schools. The subjects are mainly free-hand and mechanical drawing, clay modeling, cooking, sewing, and shop-work. He concludes:

"The question of the amount and character of the influence which the so-called manual training subjects exert upon the ordinary branches of school education is one that is not to be settled by a mere off-hand statement.

"It appears that after a fair trial of that course of study for three terms the approval elicited was sufficiently convincing to cause the incorporation of much of its subject matter into the present course pursued in the ordinary schools. From this fact it should be conceded that the influence of the splint work, of the paper folding and cutting, of the mechanical drawing, and of the modifications of the free hand drawing, was beneficial to such an extent as to warrant their extension into the regular course. There seems to be a general agreement that the subjects named above have helped one or more of the following subjects: Writing, geography, history, arithmetic.

"In reference to language lessons there is room for a great difference of opinion. Probably the true condition of the situation is this: The manual training subjects lead the pupils to see and to understand more things, and, consequently, give them more subjects to talk about understandingly, and compel them to talk more. Hence there should, and generally does, follow a greater freedom in oral expression. Progress in written experience is not necessarily commensurate with progress in oral speech, for the former involves spelling, punctuation, and other matters not involved in the latter.

"To sum up the whole matter, I would say that in my judgment the experiment made by the board in establishing manual training in the schools has been eminently successful."

The N.Y. board of education appointed a committee to visit other cities and examine their school systems. They have returned and report several important changes. Among these are the appointment of two more assistant school superintendents, and the curtailment of the force of principals. The report declares that an improvement must be made in the quality of the teaching. It says:

"There are too many in this great corps who are incompetent and unfit for their work we regretfully admit. Ideal teachers, like poets, are born, not made, and the pedagogic instinct is vouchsafed to few." In addition, the report recommends the

application of civil service rules in a modified form and the physical examination of candidates for teachers, the establishment of kindergarten schools at the bottom of the school system and high schools at the top; it recommends the establishment as soon as practicable of twenty kindergartens and two or more high schools; that gymnasium halls be put next to the roof in all the new school buildings, and that a systematic physical drill be made a compulsory part of each day's exercises, asking for four instructors at a salary of \$1,000 to teach the Swedish system of physical culture to the teachers; it recommends the appointment of an officer who shall have the power to consider and dispose of truancy cases, and the establishment of a special institution for truants and two schools for truants.

### The Workingman's School.

The aim of our modern system of education is to eliminate rote teaching as far as is practicable, and to pursue more scientific methods of instruction. The large numbers in our public school classes render this a very difficult matter, and there is naturally great inadequacy of material for the practical working out of the new methods. The Workingman's school is an institution unique in character which meets so well the demands of the ideal education, that it is surprising it is not better known to the public. It began its existence in 1878, originating in a most humble way as a kindergarten, but it was sought out by pupils and grew on until it has assumed possession of the fine building it now occupies at 100 W. 54th street, whose capacity it taxes to the utmost.

At first, it aimed to supply to the poorer classes an education which would fit them to enter upon their careers as skilled workmen and workwomen; but the excellence of its results appealed so strongly to those who knew of them, that the management was induced to admit a number of paying pupils. These are the children of wealthier parents, for whom the educational advantages of the institution were desired. A harmonious working together of rich and poor has resulted; a mutual interaction of the two classes, tending to elevate and refine them both, for each child is impressed with the "Brotherhood of Man."

To refer briefly, then, to its distinctive features, *Mens sana in corpore sano*, might be called its foundation stone—the cultivation of a healthy mind in a healthy body.

All efforts are directed to training the child "to learn to do by doing," to cultivating its every faculty, to preparing it for a future of healthy activity.

Starting in the kindergarten, then, with manual work, where the little ones, unconscious of effort, develop their senses and train their muscles, the same work is carried on throughout the school. Drawing, designing, and modeling are all taught, as far as is practicable, from nature. In the large modeling-room the pupils reproduce, in clay, natural objects and casts, themselves creating, and by so doing, gaining more valuable ideas of natural history than by mere exposition.

Weekly expeditions with the science teacher are followed by the pupil's reproduction of the objects seen. Observation, memory, language, drawing, are all cultivated, together with the acquisitions of scientific facts. A love for nature and respect for her work are impressed on the child, practically as well as theoretically. On the top floor of the school building stands a large bin, where domestic animals are kept. It is designed to train the children in kindness towards the dumb creatures, while they also observe more intimately their habits and modes of life.

The science-room is well equipped with requisites for instruction in this branch. The facts acquired here are also incorporated into compositions, which are subjected to careful criticism.

Text-books have been abolished as far as is possible. The reading matter, both in English and in German, consists of selections from classical literature which not only interest the child, but also afford an excellent unconscious training in style.

Individuality in handwriting is given full scope. No effort is made to turn out a school-type and the teacher's criticism is directed to the faults of each.

Music is taught rationally, with a view to teaching the children to discriminate between the false and the true, and to cultivate the aesthetic sense.

Gymnastics receive attention in all the grades. The brain is trained by training the muscles, as well as *vice versa*.

In the basement is a large machine shop, thoroughly equipped, where the boys are trained in various mechanical arts. Scroll-sawing, wirework, brass and sheet metal work, woodwork, carpentry, the casting of metals, architectural work, and, finally, the construction of physical apparatus. In connection with these branches factory excursions are made, where the working of machines and the making of various products are analyzed.

For the girls there are classes in drafting and cutting, dressmaking, embroidery, millinery, etc. This work has been correlated to that of drawing, designing, and physiology, and every effort is made to inculcate hygienic principles in the construction of the various articles, as well as habits of accuracy and cleanliness.

But essentially original are the moral lessons. From the lowest classes on, the fundamental principles of morality are inculcated. The children are taught, primarily, that the love and labor of their parents are the source of all their material comforts, and gradually they are led to a realization of their duties. Special talks upon this subject are devoted to the duties of pupils to parents, and finally as citizens. The careful exposition of these principles, or rather their elucidation, from the children themselves, is supplemented by proverbs, which are committed to memory. They are furthermore impressed on their minds by the general school management and by the celebration of appropriate festivals.

The child's individuality is carefully studied and respected. The teachers understand their pupils' mental and moral idiosyncrasies, and while striving to overcome one-sidedness, still adapt the method of imparting information for the child's special benefit.

The character book, kept by the principal, bears a careful record of the child. The first entry, made on the day of admission, is the principal's impression of the pupil. It is supplemented by the physical examination which takes place in the school, and as far as is possible by a family history, which notes peculiarities and traits of antecedents and relatives.

Subsequently each instructor makes his or her special report, and all are carefully recorded for reference.

A normal course is given where the graduates of high and normal schools are trained as kindergartners.

The institution meets the attention of educators and of all interested in the true education. It is entirely dependent upon subscription for its support.

SOPHIE KUPFER, M. D.

The TREASURE-TROVE for January enlarges its borders for the especial entertainment and instruction of its young readers. This is not entirely a new step. It has always welcomed the work of the young people in composition and letter-writing, believing these to be important features of modern education. In future, one-half of the magazine will be devoted to the productions of those under twenty-five years of age. Prizes of money are offered to those who excel in letter-writing, story telling, and verse-making. Here is an opportunity for every teacher to raise the standard of her class in composition. Send at once for the January TREASURE-TROVE to its editor, 25 Clinton Place, New York.

*Correspondence.*

What are the inventions of the negro?

*St. Augustine, Fla.*

A. C. W.

In reply to your inquiry of December 7, concerning inventions of negroes, I can only say that, so far as I know, patents are accorded to inventors irrespective of color. It is, therefore, not easy to ascertain the color of the inventor. For instance, the elevated railroad was invented by a colored man, but the readers of the *Scientific American*, in reading of the elevated railroad of New York City, do not have their attention distracted by any reference to Mr. Dietz's complexion. FREDERICK DOUGLASS.

*Cedar Hill, Anacostia, D. C.*

We have the following system in our schools. The pupils of the first two years are taught by one teacher. In the other grades are teachers who teach the same subjects in all the other grades. One teacher reading in all grades, another arithmetic, etc. Please tell me what you think of it.

TEACHER.

*Minn.*

The different subjects taught in the school-room are so intimately connected that a specialist, who works and thinks only on one subject, is at the disadvantage of not knowing the accompanying work of the student in the other branches. Geography and history should never be separated in the teaching. If each of these subjects have different teachers, the teaching of either cannot be as efficient alone. The same objection would apply with even greater force to the teaching of language and spelling, as these are intertwined with the work of the whole day. This is one side of the matter; the other is that the method of employing special teachers for the different branches is said to succeed admirably and to be popular in the locations where it has been tried.

Many of my pupils and neighbors are in the habit of saying "you all" when addressing two or more persons. I object to the use of *all* unless where especial emphasis is intended. Am I right? I brought the subject up before some eminent teachers during the summer, and some upheld the custom upon the ground that our language needed a plural form of the pronoun for the second person.

S. M. B.

Continue to object to the use of "you all."

What works on education would you suggest for a beginner? I want to learn something about education in general, but do not want to get large books, for I cannot understand them. I am only seventeen. I hold a third grade certificate.

R. E. W.

*Pine Hill.*

A great deal of damage has been done by putting large books on psychology and pedagogy into the hands of such young teachers as you. The best thing is THE PROFESSIONAL TEACHER, 50 cents a year. It has articles on history, principles, methods, and civics of education and is published by E. L. Kellogg & Co., N. Y. Then, for small books, get Comenius, Pestalozzi, Froebel, etc., same publishers, 13 cents by mail, postpaid.

Is it, at present, considered in good form to leave a margin in letters? Formerly it was taught as a law of letter writing, but in practice the custom seems more honored in the breach than the observance.

B. K.

*Mich.*

Yes; insist on a margin at the left, and teach the necessity of an approximately even edge at the right side of a written page. Children can be instructed to look ahead a little as they write a line, and stretch or squeeze words a little at the close, to keep a good-looking edge at the right of the page as well as a correct left edge.

Could you refer me to a school for the training of expert librarians? If I remember, Mr. Melvil Dewey is conducting such a school?

*Manitowoc.*

Address Mr. Melvil Dewey, at Albany, New York; he is state librarian.

Which is the more important city of South America, Rio de Janeiro or Buenos Ayres?

G. A. S.

It all depends on what is meant by "important." Rio has a population of nearly (1890) 500,000; Buenos Ayres in 1889 had a population of 569,000. Rio is the chief coffee market in the world; Buenos Ayres is the largest railway center in South America. A cable from Buenos Ayres to Europe is about ready for operation. A cable extends between Rio and European ports also. The banks of Buenos Ayres have slightly larger clearances than those of Rio. Buenos Ayres is growing more rapidly than its rival.

J. W. R.

Disagreeable flow from the nose and other symptoms of catarrh, cured by Hood's Sarsaparilla.

*Important Events, &c.**News Summary.*

DECEMBER 6.—Seventy-three lives lost by an explosion of fire damp in a mine at St. Etienne, France.—New commercial treaties between Italy and Germany and Austria signed in Rome.

DECEMBER 7.—Forty-four persons killed by a railroad collision in India.

DECEMBER 8.—A famine threatened in the Mexican states of Chihuahua, Durango, and Chiapas.

DECEMBER 9.—Combination of the Alaska salmon packers.—Influenza in Berlin, Germany.

DECEMBER 10.—Famine prices for grain in the Madras presidency, India.—A great gale on the English coast.

DECEMBER 11.—Lord Dufferin appointed British ambassador to France in the place of the late Lord Lytton.

*RUSSIA AND THE CZAR.*

Thirty-five million people in Russia are suffering for want of food, and many are dying. There is almost always famine in some part of the empire and the government has established storehouses, but the dishonest officials so manage things that these are usually empty. In the meantime matters are going from bad to worse. All classes are discouraged because of the half-heartedness of the government to cope with the famine difficulties. Merchants complain that the edict against grain exports has locked up capital, and that there is no circulation. The famine funds have been frittered away, and the empire is a seething mass of discontent. It is reported that the authorities have decided to buy all the grain now in the hands of private persons in some of the distressed districts and then to give to everybody sufficient grain to support life. A scheme has been started in Minneapolis to send a shipload of flour to Russia by the middle of January.

On account of the financial difficulties of the government the idea of holding an artistic and industrial exhibition at Odessa in 1893, has been abandoned.

A census of the navy shows that the naval forces of the Czar consist of 36 vessels of the first rate, 48 of the second rate, 88 of the third rate, and 20 of the fourth rate, a total of 192 vessels of all kinds. Most of the 20 fourth-class vessels are stationed in the Baltic.

Vigorous measures are ordered to be taken against the Stundists, a Protestant sect which has existed since 1817, on the ground that they "are injuring, more and more, the faith of our fathers." They number a million members.

*DEATH OF THE EX-EMPEROR OF BRAZIL.*

Dom Pedro, the ex-emperor of Brazil, died in Paris Dec. 5, Since 1889 when he was expelled from the throne in order that the empire might be replaced by a republic, he has lived in retirement in Europe. He has never made an attempt to regain his lost power, although many schemers have besought him to do so, especially during the first few months following the change. Dom Pedro told them that he would submit to the people's will. He loved the Brazilians to the last and they retained their affection for him. The deceased was born in 1825 and was crowned in 1841. He was christened with one of those long picturesque Portuguese names that occupies just two lines in an ordinary newspaper. It is Joao Carlos Leopoldo Salvadore Bibiano Francisco Xavier Da Paula Leocadio Miguel Gabriel Rafael Gonzaga. This was most too elaborate for everyday use, and so he was known simply as Dom Pedro II.

With the exception of a few spasmodic revolutions his reign up to 1877 was peaceful and prosperous. The trouble began in 1877 when he went to Europe for his health and left his daughter, the Countess D'Eu, as regent of the empire. She was unpopular personally and was accused of too much favoritism toward the church. When he returned he freed the slaves, an act by which he received the commendation of the world, but which roused the bitter opposition of various factions, resulting in his downfall. The body of the dead emperor was interred in the family vault in Lisbon. While some of his old servants were overhauling his effects they found in a chest a bag of earth, part of the soil of Brazil, which he had treasured as one of his most valuable possessions. This earth was placed in the coffin. This ended the career of this unfortunate ruler who had in his veins the blood of three of the most famous royal houses of Europe—the Bourbons, the Hapsburgs, and the Braganzas.

*OPENING OF THE FIFTY-SECOND CONGRESS.*

CRISP ELECTED SPEAKER.—The contest for the speakership resulted in the election of Charles F. Crisp, of Georgia. He was born in 1845, and served in the Confederate army during the war. After

gaining considerable success as a lawyer he was elected to Congress in 1882, where he quickly acquired fame for his skill in debate, his good judgment, and his self-control.

THE PRESIDENT'S MESSAGE.—In his message President Harrison says that the United States and Great Britain have agreed to submit to arbitration the Bering sea fisheries dispute. Germany, Italy, Austria, Denmark, and France have removed the restrictions upon the importation to those countries of American inspected pork products. The passage of a law is recommended allowing federal courts to deal with offenses against the treaty rights of foreigners. Our relations with Chile on account of the attack on our sailors in Valparaiso will be made the subject of a special message. The construction of a cable to the Sandwich islands, and the guarantee of bonds by the government, for the building of the Nicaragua canal are recommended. The McKinley Tariff law is praised. The present silver law should be given a full trial, but the free coinage of silver, at present, he believes would be bad for business. Progress has been made in the coast defenses. Seven companies of Indians have been enlisted in the army and seven more are being organized. Four new warships have been placed in commission during the year, and twenty-four more are building. Ocean mail post-offices have been established, and the extension of the free-delivery system to towns of 5,000 inhabitants is recommended. The estimate for pensions next year is \$14,956,000. The passage of a law is urged compelling railroads to adopt automatic car couplers. A non-partisan commission is suggested to deal with the evils of our election system.

#### THE GREAT EARTHQUAKE IN JAPAN.

Recent reports from the earthquake in Japan, early in November, show that it was far more destructive than at first supposed. The entire empire is simply a mass of mountains, containing many active volcanoes, with sulphur and boiling springs along their sides and in the valleys. The outlying groups of smaller islands, stretching from Formosa to the Aleutian chain, are also volcanic. In these regions rumblings of earthquakes, with frequent slight changes of the surrounding country, are of almost daily occurrence, but seldom as severe as those in November.

Without any previous warning, shocks were felt from Tokio to beyond Kobe, a distance of more than 500 miles. The city of Nagoya, with a population of 165,000, was almost totally destroyed, having 2,000 people killed and many wounded. Gifu had 2,000 killed and Ogaki 1,000. The electric light works in Osaka were wrecked. Some years ago holes were found in the ground whose depths were never sounded. Mr. Iguchi, director of the Gifu observatory, believes the earthquake was caused by the Gifu mountains slipping into these caverns. In District Ono an immense landslide took place, damming the Mono river. A lake is now forming, which is already fifty feet deep. Another large lake is being formed in the same way by the Ashiba river at Nagoya. A section of the railroad for about thirty miles between Tokio and Kijoto is so badly damaged that it will have to be rebuilt. The people are suffering greatly for want of shelter. There is sufficient food to prevent actual starvation, but over 400,000 people are homeless, with almost no clothing.

#### THE GROWTH OF OKLAHOMA.

On April 23, 1889, a tract of land, in Indian territory, consisting of 1,887,801 acres lying along the Cimarron and Canadian rivers, was opened for settlement. This tract, only two-thirds as large as Connecticut, was immediately claimed by settlers. Under the law of May 2, 1890, a tract to the northwest of the first, and nearly twice its size, known as No Man's Land, was opened, and on September 23, 1891, another tract of 900,000 acres was devoted to homesteads. The latter was on the eastern border of Oklahoma, and was obtained from the Iowas, the Sac and Foxes, and the Potawatomies and Absentee Shawnees. Before sunset, on the very day it was opened, every available section was taken. There are still other lands to be had. Some of them, like those of the Cheyennes and the Arapahoes, amounting to 3,000,000 acres, have already been included in the territory. Over 6,000,000 acres will soon be added from the Cherokee lands, and then Oklahoma will be nearly as large as Indiana. The growth of population has been so rapid that it is said to be at present about 80,000. We have in our history no other instance of so rapid a growth of an almost solely farming community. The territory that did not exist three years ago now asks to be admitted to the Union, and if it is admitted over 7,000 Indians will thereby become citizens of the United States.

CANADA'S LEAD.—Canadians want lead ores included in any scheme for reciprocity between their country and the United States. They hoped that a market for British Columbia lead would be found in China and Japan for tea-package purposes, but investigation shows that lead is produced and shipped by England cheaper than it can be produced in Canada.

## New Books.

During recent years theology has made rapid advances, opening up new lines of investigation and casting new light on many important subjects. This suggested the idea of the Library of Theological Science of which several volumes have already been arranged for. The library is to form a series of text-books for theological students and the text is to be made as interesting as possible, by throwing technical matters into the form of notes. The authors will be scholars of recognized reputation. The volumes will be written in a catholic spirit and they will therefore be of great value to those who wish to study theology as a science. The first book in the series is entitled *An Introduction to the Literature of the Old Testament*, by Dr. S. R. Driver, professor of Hebrew, of Oxford. The author's plan has been to give an account of the contents and structure of the several books, together with an indication of their general character and aim. The prophetic and poetical books, which are generally less known than the historical ones have been given a fuller treatment, while the legislative books have received much attention. Lists of words found in different books are given and comments made thereon, whereby the student may obtain an idea of the style of the writers. Of course in the preparation of the work the labors of previous authors had to be largely relied upon, but the judgment and arrangement of the scholar, deeply versed in the subject, are apparent in every part of the volume. Completeness has not been possible; for this, one must seek a commentary. Bible students will find the volume a very helpful one. (Charles Scribner's Sons, New York. \$2.50 net.)

From the pen of E. B. Warman, A. M., professor of elocution and the leading representative in this country of the Delsartean system of expression, comes a book called *Gestures and Attitude*, in which there is a practical and theoretical exposition of the principles of the great master. The author is known to many teachers as a popular and successful lecturer at institutes on physical culture and expression. In his book he first gives a sketch of Delsarte and then, following an outline of his philosophy, are about 250 pages devoted to figures showing attitudes and gestures expressing different emotions with brief explanations. It is the fullest and most complete exposition of the system that we have ever seen, and for elocutionary students, who are liable to become confused and discouraged amid the obscure explanations regarding gestures in the books, its value is incalculable. The latter part of the book is devoted to the "Delsartean Trinities" in which is an extended explanation of the great Frenchman's theories. Prof. Warman does not claim entire originality. Delsartean ideas that he has absorbed from various sources he has embodied in the book, presenting them in his own striking manner. It is bound in gold cloth with the figure of the author and a lady on the cover, and white and fancy lettering in brown. (Lee & Shepard, Boston. \$3.00.)

One can scarcely have an idea of the amount, variety, and high quality of the matter it takes to make a first class magazine for six months until he sees it bound in one volume. The bound volume of *The Century*, Vol. XLII., new series Vol. XX., May to October, 1891, contains 33 full-page pictures, with 444 other engravings, 960 pages, and a great number of contributions, including a very complete series on "The Gold Hunters of California;" "Siberia and the Exile System," by George Kennan; a series of pictures by American artists; Italian Old Masters; a great many miscellaneous illustrated articles; fifteen short stories, some of them illustrated; Indian Campaigns, with pictures by Frederick Remington; other important papers; The Old Army, a series of papers by soldiers on both sides; many poems; Topics of the Time; Open-Letters; Bric-a-Brac, etc. There is no department of human activity that the magazine does not touch. No library should be without it, and just now it will make a very acceptable gift-book. It is bound in gold cloth, gilt top; green cloth, and half Russia, the prices being \$3.00, \$2.75, and \$4.00 respectively. (The Century Co., New York; T. Fisher Unwin, London.)

One of the finest artistic books of the season is *Memory Sketch Book*, by Helen P. Strong. The author has taken those scraps of familiar poems that cling to the memory and illustrated them in an original way by her graceful pencil. The variety is wonderful, but the most of them are domestic or pastoral in style. The pages are eight by fourteen and a half inches hinged at the narrow side and are composed of thick plate paper. The initials are pretty, the lettering quaint, and the pictures appropriate to the sentiment. The beveled covers are bound in gold cloth with the title stamped in large rustic letters on the front cover. (Worthington Co., New York.)

When the *Scottish Chiefs* is named how many pleasant recollections are called up in the minds of those who were charmed with its graphic descriptions and faithful character painting! It

deals with a chivalric age over which time has thrown a veil of romance, and its narrative of heroic deeds just suits the imagination of youth. The writer remembers with what avidity he read this novel when a youth, scarcely leaving it for his meals. All the generations of readers since the publication of the book in 1816 have been delighted with it and the editions have been innumerable. A new edition in two volumes, four and a half by seven inches, bound in red cloth, has just been brought out. (A. C. McClurg & Co. Chicago. \$2.50.)

The *Story of the Odyssey* is a charming one in prose, which the Rev. Alfred J. Church, M. A., late professor in Latin in University college, London, has prepared from Homer's poem. It is a narrative that has delighted young readers, and old for that matter, for nearly 3,000 years, and still is as fresh as when it called forth the first exclamations from the Greeks. Prof. Church has given the story in simple language, treating it so skillfully that it loses no interest in his hands. There are numerous colored illustrations after Flaxman. (Macmillan & Co., New York. \$1.00.)

A story of a jaunting in Ireland, entitled *Our Boys in Ireland*, written by Harry W. French, has just been published. It is an account of a summer of travel through this land of romantic lakes, mountains, and rivers, and interesting cities. The travelers are a party of bright American boys who find plenty of enjoyment and instruction during their wanderings. We get an insight into race characteristics by vivid glimpses of Irish history and romantic and sometimes amusing legends. One of the most delightful features of the book is the descriptions of fine old buildings in which the country abounds. The frontispiece gives a view of the romantic scene at the head of the Devil's Glen in County Wicklow. Other illustrations of people, buildings, scenery, etc., are scattered profusely through the book. It has an attractive binding in green cloth and beveled boards with appropriate illustrations. The volume has 331 pages, each six and a half by nine and a half inches. (Worthington Co., New York.)

A volume entitled *Cicero in his Letters*, edited with notes by Robert Yelverton Tyrrell, Litt. D., has just been published. It differs from the usual collections of the epistolatory literature of Cicero in the fact that the aim is to show the great orator in the character of a private gentleman, and to throw light on his home, his amusements, and his domestic ways. The editor has wisely omitted those letters relating to the politics of that time, in which we are not in the least interested. This book, it is believed, will place the great Roman orator in a new light, and for this reason will be in demand by students of classical literature. The volume is a small 12 mo. of 336 pages, neatly and durably bound in red cloth. (Macmillan & Co., London and New York. \$1.10.)

No. 52 of the Riverside Literature series contains "The Voyage," and other essays from the *Sketch Book*, by Washington Irving. These delightful descriptions of English life have been enjoyed by two or three generations of readers and will hold their own for many generations to come. The polished style and quiet humor make them especially desirable for supplementary reading in school. (Houghton, Mifflin, & Co., Boston.)

*American History Tablet No. 1*, just issued by the Columbus Educational Publishing Co., Columbus, O., relates to Christopher Columbus and the new world of progress, and is intended for supplementary reading and reproduction work. It contains short accounts of important events with questions and suggestions for written work.

Mart, Crowell & Kirkpatrick, Springfield, O., have published *The Modern Cook Book*, which contains more than 1,000 recipes and practical suggestions to housekeepers. The recipes are well classified, indexed, and liberally illustrated.

Every American should be well acquainted with such an important question as the tariff. Henry George advances some strong arguments on the free trade side in his book *Protection or Free Trade?* It may be obtained for twenty-five cents of Henry George & Co., 42 University Place, New York.

Among the books lately published by Worthington Co. are *Birds and Blossoms*, a children's art book by Lucie E. Villeplait; *Sun Dia's, or How Mammals tell Time*, and *Other Poems and Stories*, by C. F. Daley; *With Stanley in Africa*, by Capt. McClure, *Worthington's Annual*, an attractive juvenile publication, and others.

### Magazines.

The issue of *Harper's Young People* for December 8 is the Christmas number. It contains stories and articles by Charles Dudley Warner, Captain Charles King, M. E. M. Davis, H. C. Bunner, John Kendrick Bangs, and the late P. T. Barnum. The cover is from a special design by Eugene Grasset, of Paris.

The December *Arena* has a very excellent frontispiece portrait of Whittier and an article on the venerable poet by George Stewart, LL. D. Edgar Fawcett writes of the "Woes of the New York Working Girl," Robert Henry Williams of "Qualification of the Elective Franchise," and Hon. David A. Wells on "Protection or Free Trade—Which?"

The Christmas number of *St. Nicholas* has a true Christmas story by Ella E. Mosby, illustrated by R. B. Birch, dealing with the time of the Wars of the Roses. Charles E. Carryl well-known to readers of *St. Nicholas*, contributes a story of a whimsical nature on "The Admiral's Caravan," appreciatively illustrated by Birch. Charles F. Lummis writes of the "Grand Canon of the Colorado." Among the other contributors are J. T. Trobridge, Thomas Nelson Page, W. J. Henderson, and Elizabeth Bisland. The number is the most attractive of the year, both in regard to literary and artistic features.

The attractiveness of the Christmas number of *Scribner's* may be judged when it is stated that there are ten illustrated articles, in which work by such well known artists as L. Marchetti, Albert Moore, Howard Pyle, E. H. Blashfield, F. Hopkinson Smith, Herbert Denman, and Victor Perard. Following the precedent of previous Christmas issues, there is an abundance of short fiction, the contributors being Henry Van Dyke, F. Hopkinson Smith, George A. Hibbard, Sarah Orne Jewett, and Robert Louis Stevenson. The most richly illustrated article in the number is "Afloat on the Nile," by Mr. and Mrs. E. H. Blashfield, which describes the voyage in a dahabeyeh from Cairo to the Cataract, illustrated by Mr. Blashfield's own sketches.

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